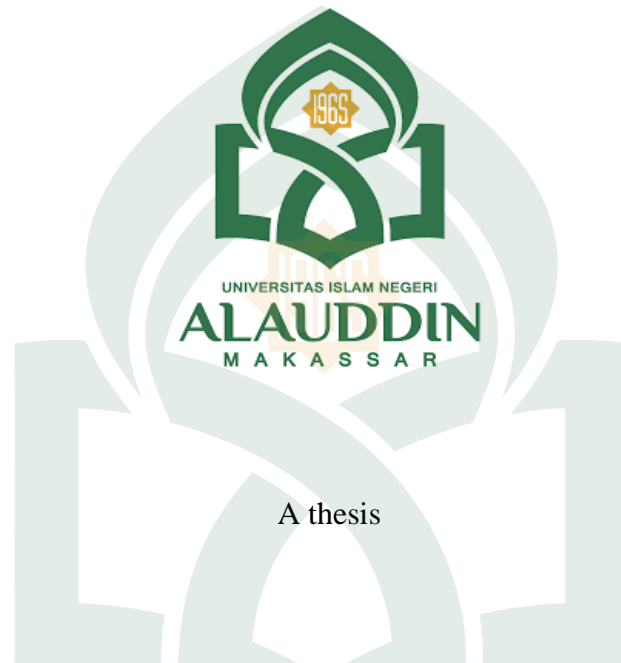


***USING PARAPHRASING TO IMPROVE READING COMPREHENSION  
FOR THE SECOND GRADE STUDENTS AT PESANTREN  
MANAHILIL ULUM GUPPI TK. 1 PROVINSI  
SULAWESI SELATAN SAMATA***



A thesis

*Submitted in Partial Fulfilment of the Requirements for the Degree  
of Sarjana Pendidikan in English Education of the faculty  
of Tarbiyah and Teaching Science of  
Uin Alauddin Makassar*

By

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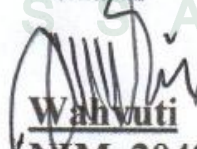
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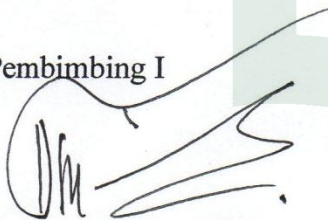
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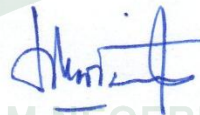
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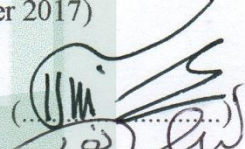

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
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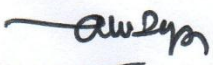
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Makassar, 20 November 2017

The researcher



Wahyuti

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M A K A S S A R

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## ABSTRACT

**Name** : Wahyuti  
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The objective of this research is to improve reading comprehension of the Second grade students at Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan. The strategy implemented was Paraphrasing strategy. In conducting this research, the researcher applied Classroom Action Research (CAR). The subjects of this research were 25 students with 16 girls and 9 boys of the second grade students. The researcher was helped by the English teacher as a collaborator. The data were collected through classroom observation, and tests. The types of the data were quantitative and qualitative data. The quantitative data were obtained from tests and they were in the form of students' scores. The qualitative data were collected through classroom observation.

This research was conducted systematically in two cycles following the four phases of action research namely: planning, acting, observing and reflecting. With regard to the application of the two cycles, the results of the research reveal that the use of paraphrasing strategy successfully improves the students' reading comprehension. This strategy helps the students improve their enthusiasm and attention in the process of teaching and learning English, especially reading comprehension. Their vocabulary and understanding of new words also improve. In relation to their comprehension of narrative texts, the students are able to identify main ideas and supporting details of paragraphs correctly. Their interaction and involvement in the reading class also improve. In addition, the students become more active and enjoy the process of teaching and learning reading. The improvements were supported by the results of classroom observation, and students' test scores. The mean score of reading comprehension was **70.3** in the first cycle test and **79.8** in the second cycle test.

Based on the data above, the researcher concludes that using paraphrasing strategy increased the reading comprehension for the second grade students at Pesantren MANAHILIL ULUM GUPPI TK.1 Provinsi Sulawesi Selatan Samata.

## CHAPTER I

### INTRODUCTION

#### ***A. Background***

In order to interact with others, people need a language as a means of communication. By using language people can convey their thoughts, ideas and feelings. Almost every country in the world has its own language. Avoiding miscommunication among the people from different countries, English plays an important role as an international language. Brumfit (1981: 1) states that, English is an international language and the most widespread medium of communication because of both the number and geographical areas of its speakers and because of the large number of nonnative speakers who use it for part of their international contact.

In Indonesia, English has an important role especially in education (Ramelan, 1992: 3). That is the reason why the Indonesian government chooses English as the first foreign language to be taught in schools. By putting it as one of the subjects in the curriculum, hopefully students will have an ability to use English in the international community.

As we know that English is not our native language; therefore it is difficult for Indonesian students to learn it. In line with the difficulties of learning English, English teaching is also difficult. English teachers have to try hard to pay attention on developing their own mastery of English, their students' competence in English and the technique of teaching English.



Teaching English in Indonesia is based on the system which is called curriculum. Since 2006, the government has applied a new curriculum known as School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan). According to this curriculum, one of the goals of teaching English at Senior High School is to prepare the students in mastering listening, speaking, reading, and writing skills in reaching the informational literacy level (the skill in understanding and creating various text and monologue such as procedure, descriptive, hortatory exposition, narrative, report, news item, analytical exposition, spoof, explanation, discussion, review, and public speaking) and the supporting competence (socio-cultural competence, strategic competence, and discourse competence). In addition, those four skills have to be supported by language components such as grammar, vocabulary, sound system and so on.

The goals of teaching English in Indonesia are mainly to enable students to use English for communication to read books and reference written in English. According to Indonesian school based curriculum 2016, teaching reading should be based on genre based approach which consist of twelve text type. The Second Grade students of Senior high school were studying three texts; narrative, spoof, and expository text (Depdikbud, 2006).

Reading is one of important ways to improve learners' language skills in English. Reading helps learners to find out information, new ideas, facts, and experiences.

The importance of reading is a message highly emphasized in Islam. even the great Qur'an is called by the name of the “Kitab”. The command of reading is in the first revelation Qs. Al- Alaq 1-5 :

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Recite<sup>1</sup> in the name of your Lord Who created,(1) created man from a clot of congealed blood (2) Recite: and your Lord is Most Generous, (3) Who taught by the pen, (4) taught man what he did not know(5)

This shows the considerable concern of God and the importance of the meaning of reading for people. Even Allah sent down the letter of Al-'Alaq before other letters, which commanded his servants to read before commanding the others. This is certainly due to the importance of reading, reading is one way to gain knowledge, in Islam is highly recommended for knowledgeable because with knowledgeable people can thought many things, and the people who are knowledgeable are also the heirs of the prophet, as mentioned in the hadith:

الْعُلَمَاءُ وَرَثَةُ الْأَنْبِيَاءِ

“The people who have knowledge are the heirs of the prophets ” (HR. Abu Daud,)

Reading is an active process of identifying important ideas, comparing, evaluating, and applying them, therefor in reading paragraph we have try to comprehend it. Without comprehending the paragraph, it will be very difficult to understand what students have read or what the writers have written in reading

material. Through this statement, students have to realize how important reading is with comprehension to increase our mind and our perspective.

In reading comprehension the message to be imposed in the written form is the most important element that the students recognize, because the primary purpose of reading is to know the thoughts expressed in the pointed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material.

Paraphrasing is one of reading techniques. An essential step in paraphrasing is understanding the text well. It requires the students to read and reread the text carefully. In paraphrasing, students try to understand the main ideas of a text and express them in their own words.

However, comprehending a text message is not easy, especially in English. It can be seen from most of the students' reading comprehension that is still far from what is being expected. It indicates also in the Second Grade students at Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan.

It is observed that insufficient ability of the Second Grade students at Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan. in reading English is influenced by several issues. First, students have a difficulty in understanding English word, phrase, and sentence in English. Second, the students have difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and last, teachers

can not find the right method or technique to provide materials for students to learn and quick understanding the material presented.

That is why a new strategy or method to improve students' reading comprehension is needed to overcome the problems. In relation to the background above, the researcher is interested in conducting research to improve the reading comprehension skill by Paraphrasing strategy at Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan. The strategy requires students to read short passages of materials and rephrase the content, including the main ideas and specific details, in their own words. This strategy helps students improve their recall of important information. Research has shown that students' comprehension and retention scores increase in proportion to the quality and quantity of the paraphrase statements they make while reading a passage. Therefore, it is necessary to do research on the application of Paraphrasing strategy on English subjects in order to help improve reading comprehension of the Second Grade students of Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan.

### **B. *Research Problem***

Based on the previous background, the researcher formulates a research question:

“How could Paraphrasing strategy be applied to improve the reading comprehension of the second grade students at Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan?”

### ***C. Research Objective***

Based on the problem statement above, This study is aimed to describe the application of paraphrasing Strategy to improve the reading comprehension of the second grade students at Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan by using paraphrasing Strategy.

### ***D. Research Significance***

The result of this research is expected to give significant contribution in terms of theoretical and practical as follow:

#### **1. Theoretical significance**

This research could add the current literatures of Paraphrasing strategy in improving reading comprehension ability especially in the Second Grade Students at Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan.

#### **2. Practical significance**

##### **a) For the students**

This research is expected to help the students to develop a new strategy to improve their Reading comprehension and also can motivate them in order to be more interested in learning process.

##### **b) For the teacher**

The researcher hopes this research is expected to help the teacher to use paraphrasing as an alternative technique in teaching reading comprehension.

c) For the next researcher

This research is expected to give great contribution to the other researchers as a reference for further studies on a similar topic.

#### **E. Research Scope**

The researcher conducted the study to the Second Grade Students at Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan. In this study, the researcher limits the discussion on the use of paraphrasing in word, phrase, sentence and paragraph to simplifying the sentence, replacing difficult words, and restatement passage using other words in improving reading comprehension.

#### **F. Operational Definition of Terms**

There are several key terms that are used in this study. They are Reading Comprehension and Paraphrasing Strategy. They are defined in some paragraphs below:

##### **(1) Reading Comprehension**

According to Klingner (2007:2), reading comprehension is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”.

##### **(2) Paraphrasing**

Paraphrase is restatement of a text or passages, using other words. The term "paraphrase" derives from the Latin "*paraphrasis*" from the Greek *para phrasein*, meaning "additional manner of expression". The act of paraphrasing is also called "paraphrasis."



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### ***A. Previous of Related Findings***

##### **a. Aprilia setiawati (2014)**

This research conducted a study about the effectiveness of paraphrasing to improve students' reading comprehension skills of hortatory Exposition text a pre-experimental study at eleventh grade of SMA Negeri 1 Kutowinangun In the academic year of 2014/2015. In this research, The population that was used to conduct this study was the eleventh grade students of SMA Negeri 1 Kutowinangun in the academic year of 2014/2015. There are 7 classes of eleventh grade. The total number of the population was 277 students. In selecting the sample, the researcher used cluster random sampling.

This technique requires groups or clusters in taking the sample based on the groups that have already existed in the population. In this case, the researcher took one class as sample; it was class XI IPA 1 which consisted of 40 students. In this research, the researcher used one test type only. It was a multiple choice test. In conclusion, there was improvement of students' reading comprehension scores through paraphrasing and the difference means between pre-test and post-test was statistically significant. So, using paraphrasing technique can effectively improve the students' reading comprehension skills of hortatory exposition text.

b. Dwi Yunitasari (2015)

The objective of this research is to improve reading comprehension of the Second Grade students at SMP N 15 Yogyakarta. The strategy implemented was RAP (Read-Ask-Paraphrase) strategy. In conducting this research, the researcher applied Classroom Action Research (CAR). The subjects of this research were 36 students of the eighth E class of SMP N 15 Yogyakarta. The researcher was helped by the English teacher as a collaborator. The data were collected through classroom observation, interviews and tests.

The types of the data were quantitative and qualitative data. The quantitative data were obtained from tests and they were in the form of students' scores. The qualitative data were collected through classroom observation and interviews. With regard to the application of the two cycles, the results of the research reveal that the use of RAP strategy successfully improves the students' reading comprehension skills. This strategy helps the students improve their enthusiasm and attention in the process of teaching and learning English, especially reading comprehension.

1) Some Pertinent Idea

a. Concept of Reading

**1) Definition of Reading**

Reading is one of the four skills in learning English. Some linguistics gave some definitions of reading that may help us to get clearer description. According to Harris and Sipay (1980: 9), reading may be defined as the act of responding with appropriate meaning to

print or written verbal symbols. In line with this idea, Callahan and Clark (1982: 260) stated that, reading is an active process in which people attempt to extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page. Another definition of reading is stated by Martha Rapp Ruddell (2005: 31) she explains that, reading is the act of constructing meaning while transacting with text.

The reader makes meaning through the combination of prior knowledge and previous experience; information available in text; the stance he or she takes in relationship to the text; and immediate remembered, or anticipated social interaction and communication. From the arguments above it can be said that reading is the act of getting the meaning from written texts. Reading has a very important role in learning English as a foreign language. English texts enrich the learners with new vocabularies, structure of English sentences, and also the knowledge of its culture. By reading books in English, they can study more about the components for language such as vocabulary, pronunciation, and structure.

## **2) Reading Comprehension**

Reading comprehension is the degree to which we understand what we read. There are some researchers' statements about comprehension as follows:

- a. Reading comprehension is most likely to occur when students are reading what they want to read. (Simanjuntak, 1988: 4)
- b. Comprehension involves almost every type of “understanding or thinking”. (Carnine, Silbert and Kameenui, 1990:40)
- c. Reading Comprehension instruction is something a teacher does that ought to help children acquire the ability to understand or work out the meaning of connected text (Carnine, Silbert, and Kameenui 1990:40) Based on the definitions above, the researcher assumes that reading comprehension is about understanding the content of a written text. It relates to the effort to get information and the author’s intended meaning of a text. Comprehension in reading becomes important because it makes the readers have meaningful reading. In other word, their reading is not useless.

### **3) Reading Technique**

Reading technique is technique which helps you to read in a very efficient way. By doing the right technique, hopefully, the readers can maximize the reading and reach the purpose of reading.

There are some kinds of reading techniques. Tanner and Green (1988: 62) mentioned kinds of reading techniques and their purposes.

- a. Skimming. Skimming is reading a text quickly to get a general idea of meaning.

- b. Scanning. Scanning is reading a passage quickly to find specific information of a text.
- c. Contextual guessing. Contextual guessing is a technique by making guess about the meaning of words by looking at the surrounding words or situation.
- d. Cloze procedure. Cloze procedure is doing by filling in the blank exercise. The readers try to fill in some words that are omitted. This technique is designed to measure how well the reader understands how a text is linked together.
- e. Outlining. Outlining is note taking. It is designed to help the reader see the overall organization of a text.
- f. Paraphrasing. Paraphrasing is the ability to say or write ideas in others words. The purpose of this technique is to measure the reader understanding the main ideas of a text.
- g. Scrambled story. Scrambled story is also called as 'jigsaw reading'. In this technique, the reader re-orders the mixed up pieces of a text to show that he is able to make a text fits together.
- h. Information transfer. Information transfer is exercise which requires readers to transfer information from the text into another form of related text or drawing, e.g. filling in a chart and tracing a route on a map. It is designed to measure the readers' comprehension of the text.

- i. Making inferences. Practically, this technique can be seen as reading between the lines. The reader understands what is meant but not stated in a passage.
- j. Intensive reading. Intensive reading is reading carefully for complete, detailed comprehension, for example, main ideas and vocabulary.
- k. Extensive reading. Extensive reading is reading widely in order to improve reading comprehension, reading speed, and vocabulary.
- l. Passage completion. Passage completion is finishing a reading passage orally or in writing. It involves predicting a logical or suitable conclusion based on a thorough understanding of the text. (Grabe and Stoller, 2002: 19) The focus of this study is on using paraphrasing to improve students' reading comprehension skills of narrative text.

Reading is a complex process. Students sometimes find out some difficulties in reading. Some students are not enthusiast while they are assigned to read some texts. To increase their enthusiasm, students have to select and use the appropriate strategies for them. Students should know what the benefits they got after doing reading activity. According to Harmer (1998:68), one of the reasons students have to learn English text is because of the study purpose. Moreover, Harmer (1998:68) adds that good reading can introduce students to



interesting topics, stimulate discussion, excite imagination responses and the text become the springboard for well-rounded fascinating lesson. In academic context, reading skill is very essential. It is similar to Grebe's statement (2009: 5) that reading is a process in which readers learn something from what they need and involve in academic context as a part of education. Therefore, to access that knowledge in academic context, students need to have good reading skills.

According to Brown (2000: 306-311), the following presents ten strategies which can be applied in the teaching reading comprehension in the classroom:

1. Identifying the purpose in reading By recognizing the purpose of what the reader reads, the reader can overlook the unwanted distraction or information. By doing this, students know what information they need in reading the texts (Brown, 2000: 306)
2. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners). At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here, teacher needs to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc) (Brown, 2000: 306).

3. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). In advanced learner, a teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important (Brown, 2000: 306).
4. Skimming the text for the main ideas. Skimming is one of the most valuable reading strategies for readers. It is reading through a text to get an overall idea of the contents that is the gist of the passage. It gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas (Brown, 2000: 308).
5. Scanning the text for specific information. Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. The scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. It is very important reading skill that is frequently used for real-life purposes (Brown, 2000: 308).
6. Using semantic mapping or clustering. Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic

mapping, or grouping ideas into meaningful clusters, helps the readers remember the contents of the text (Brown, 2000: 308).

#### 7. Guessing when you are not certain

Brown (2000: 309) states that guess is an extremely broad category. Learners can use guessing to their advantages to:

- a) guess the meaning of a word,
- b) guess grammatical relationship (e.g., a pronoun reference),
- c) guess a discourse relationship,
- d) infer implied meaning (“between the lines”),
- e) guess about a cultural reference and
- f) guess content messages.

There are some discussions about strategies in reading that can assist students in the classroom. It is necessary for a reader to utilize reading strategy in order to understand the written message. Thus, students should know and understand the reading strategies in order to be a proficient reader. However, it belongs to the students themselves to determine and select the effective and appropriate reading strategies for them.

#### 4) Teaching Reading

##### a. Principle of Teaching Reading

Reading is a complex process. There are a lot of subskills and strategies of reading that students should know. These subskills and strategies facilitate students to understand a text. In

order to help students master these skills, a good teacher should know first the principles of teaching reading. Understanding the principles of teaching reading can help a teacher design and practice a reading lesson. Nation (2009:6-8) states that there are four strands of principles of teaching reading. They are explained as below:

#### 1. Meaning-Focused Input

This strand of principles has three issues. First, the activities in reading should be done for a range of reading purposes. These purposes consist of reading to search for information, reading to learn, reading for fun, reading to integrate information, reading to critique text, and reading to write. Second, a teacher should design a reading lesson that suits with his or her students' language proficiency level. And the last, reading should be used as a way of developing language proficiency and developing reading subskills.

#### 2. Meaning-Focused Output

Meaning-focused output principle emphasized how reading can be related to other language skills. A teacher should design activities that do not only involve reading skills, but also involve the others language skills (listening, speaking, and writing). It is because each skill is connected with each other.

### 3. Language-Focused Learning

There are four issues which are emphasized in this strand of principle. The first issue is that a teacher should help students to develop the skills and knowledge needed for effective reading. The lesson should work on the subskills of reading and the features needed to read, including phonemic awareness activities, phonics, vocabulary learning using word cards and grammar study. The reading strategies should be mastered by the teacher. Moreover, activities that integrate a range of strategies should also be given to students. Finally, students should be introduced with a various text structure, such as narrative or descriptive.

### 4. Fluency Development

Fluency development principal has some crucial issues.

First, a teacher should help and persuade students to develop their fluency in reading. Second, a teacher should give extensive reading activities. Third, the reading process should engage and encourage students' enjoyment and enthusiasm.

These strands of teaching reading principles can help a teacher design a well-thought out reading lesson. A teacher can consider the important points in teaching reading, such as designing activities that relates not only one skill, but also the

other skills. The principles should guide a teacher in teaching reading.

#### **b. Teaching Reading at the Senior High Schools**

The curriculum of 2013 is not implemented in every school in Indonesia. Later, there is a swift of curriculum from the curriculum of 2013 into School- Based Curriculum in schools in Indonesia included Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan. The government has chosen several schools to implement this curriculum. Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan has been selected to be one of the schools that were still continuing the implementation of the Curriculum of 2013.

The curriculum of 2013 is used as the guide for the teaching and learning implementation in all levels of educational institution including primary school and High School. This new reform is believed as the one more effective in enhancing the learning process than the current curriculum. The different between the curriculum of 2013 and the curriculum of 2006 is that the curriculum of 2013 adds some characteristics that are not stated in the earlier curriculum. According to *Peraturan Menteri Pendidikan dan Kebudayaan No. 68 tahun 2013*, the curriculum of 2013 does not just focus on knowledge competences but also focuses on the spiritual and social competences.



There are three components of English subject in Senior high school. First, the expression ability which concerns in the ability to understand and produced speech and written text and it is realized in four skills. Then, it also has comprehension and production ability of a various short functional and monolog texts. The texts consist of some genre such as procedure, descriptive, recount, narrative and report. For the last, it has the supporting competences, such as linguistic competence (vocabulary, phonetic, the use of grammar and structure), socio cultural competence (the use of expression and written language receive in various context communication), strategy competence (strategy to overcome problems which occur in communication process) and building expression competence (the use of instruments of expression competence). In the curriculum of 2013, the content of teaching learning materials seems look simple than before. Here, teachers were asked to be creative, teachers should develop their teaching materials from the book.

Teachers should let the students more active in the teaching and learning process. There are so many ways and strategies that can be used by teachers in teaching learning process. They can freely select the appropriate teaching strategy according to the students' characteristics and also depending on the materials being taught. It is only teachers who know the appropriate

teaching methods that are going to be used in delivering the teaching material.

b. Concept of Paraphrasing

**1) Definition of Paraphrase**

There are some definitions of paraphrase. Paraphrase is restatement of a text or passages, using other words. The term "paraphrase" derives from the Latin "*paraphrasis*" from the Greek *para phrasein*, meaning "additional manner of expression". The act of paraphrasing is also called "paraphrasis." Then, in Oxford Advanced Learners Dictionary, paraphrase defined as expressing the meaning of something written or said, using different words, especially in order to make it easier to understand. From the explanation above, it can be said that paraphrase is re-expressing another's ideas using your own words but still keep the original meaning.

Paraphrasing is the restating or the rewriting of a text into one's own words (DET, WA.2004). Munro (2004: 836) also states that it involves readers retelling a sentence in their own words. Their task is to generate a literal representation of a sentence read by substituting as many of the words and phrases in it. This strategy is one that may be explicitly taught to support both the development of oral language and reading comprehension. Vocabulary development certainly has a link to student's ability to

verbalize their understandings. Students need to be encouraged and taught how to look at words in a context and then to talk about them, as comprehension depends on processing at a word or sentence level.

The intervention strategy, paraphrasing, is a while reading strategy used to help make sense of the text. If the stages of reading are looked at, paraphrasing is found at the sentence level within the levels of text processing, Munro (2005:91). It would be hoped though, that within the present study, the students' attempts to paraphrase would progress from the sentence to the paragraph.

## **2) How to Paraphrase**

To paraphrase means to express someone else's ideas in your own words. It is different from just quoting or summarizing in that you must read and comprehend the material in order to write your own version of what it says. Paraphrase give clarity when the original passage is vague. The followings are the steps of how to paraphrase properly:

- a. Quickly review the passage to get a sense of the whole, and then go through the passage carefully, sentence by sentence.
- b. State the ideas in your own words, defining words as needed.
- c. If necessary, edit for clarity, but don't change the meaning.
- d. If you borrow phrases directly, put them in quotation marks.

- e. Check your paraphrase against the original for accurate tone and meaning." (R. Vandermeij, *The College Writer*. Houghton, 2007)

### **3) The Need of Paraphrasing in Reading Comprehension**

Paraphrasing is important in our EFL teaching. Teachers use this technique to explain complex sentences or words so that they can help their students to get better understanding. Paraphrasing is helpful for both teachers and students.

Paraphrasing is based on understanding. Without understanding, paraphrasing is hard to be achieved. However, understanding is only the first step for paraphrasing. The second step is expressing. Right expressing is not only based on right understanding. Expressing capability is more important here. Therefore, by doing paraphrasing, teachers can comprehend their teaching materials much better and students can practice and improve their comprehension and expression capability. This is the reason why paraphrasing is important in our EFL teaching.

### **4) Teaching Reading by Using Paraphrasing**

In teaching reading by using paraphrasing, the researchergives some instruction for the students to do. Following are the instructions:

- a. The researcher gives a narrative text to the students.
- b. The students are asked to read and reread the text until they fully understand the point and purpose of the text.

- c. The students are asked to put the text away and try to paraphrase it using their own words.
- d. The students are asked to check their grammar and word order.
- e. The students are asked to check their word choice.
- f. The students are asked to make sure that they have fully and clearly catch the author's idea.



### CHAPTER III

#### RESEARCH METHOD

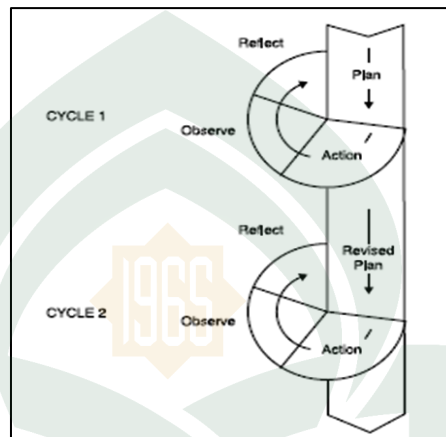
##### *A. Research Design*

The method that was used in this research is classroom action research (CAR). According to Burns (2010: 2), action research is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Further, he also says that action research involves taking a self-reflective, critical and systematic approach to explore teaching contexts.

Burns (2010: 6) claims that for a teacher who is reflective and committed to developing as thinking professional, action research is an appealing way to look more closely at puzzling classroom issues or to delve into teaching dilemmas.

Action research also encourages teachers "to reach their own solutions and conclusions and this is far more attractive and has more impact than being presented with ideals which cannot be attained" Burns (2010:7). He adds that doing action research can reinvigorate our teaching, lead to positive change, raise our awareness of the complexities of our work, and show us what drives our personal approaches to teaching. This research focuses on the attempt to improve students' English reading comprehension in the Second Grade students class of Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan by Paraphrasing strategy.

In this research, the researcher use the model of Kemmis and McTaggart as quoted in Koshy (2005:4), this study consisted of four stages: planning, acting, observing and reflecting. Those were explained as follow:



**Figure 1.** (Kemmis and McTaggart in Denzin & Lincoln, 2005)

a. Plan

In this step, the researcher collected much information from the observations to the teacher and the students. The researcher observed the English classroom teaching and learning process. This aimed to identify the problems which happened during the teaching and learning process. Furthermore, the researcher also designed a lesson plan to implement the action. Finally, organizing the steps in implementing the paraphrasing strategy in the reading class was done before the researcher acted in the teaching and learning process.

b. Action and Observation

In this stage, the action was done in the same time with the observation. It was because both stages cannot be done separately.

During the action, the researcher needed to observe the students' behavior and achievement. In this stage, the researcher and the English teacher in collaboration implemented the action in the teaching and learning process. The action was conducted until the students showed improvement. The action was based on the lesson plan and the materials that have been designed.

While the researcher doing the action, the researcher and the English teacher observed the applicant and the effect of this strategy. The students and the English teacher were the source of information to tell their opinions, feeling and perceptions about the teaching and learning process.

c. Reflection

Together with the teacher, the researcher made some reflections on the changes during the implementation of the actions. From the discussion, the researcher made an evaluation. This influences to the researcher in designing the actions for the next cycle or in deciding whether there would be the next cycle or not. After doing the observation, the researcher reflected to the actions. Then, the researcher discussed the problems and the achievement during the implementation of the action with the English teacher and the collaborators. From the discussion, the researcher made an evaluation. This gave influences to the researcher in designing the actions for the next cycle or in deciding whether there would be the next cycle or not.



### 1. Research Variable

This research has two variables which namely as dependent variable and independent variable. Dependent variable is students' Reading Comprehension and independent variable is Paraphrasing strategy.

## ***B. Research Setting***

### 1. Place of the Research

The research was conducted at Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan which is located at H.M Yasin Limpo Kel. Romang Polong Kec. Somba Opu, Kab. Gowa, Provinsi Sulawesi Selatan, 520 meter from UIN Alauddin Makassar.

### 2. Time of the Research

The research was conducted about three months, starting from 20 July 2017 to 10 Oktober 2017.

## ***C. Research Participant***

The subject of this research are the students of IX C. They are the students of Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan. Based on the researcher interview, there are 25 students in the class, covering 16 boys and 9 girls. The researcher decided to carry out the research in this class because the findings based on the teacher's information that the students of the class were the weak learners in term of their reading comprehension ability.

#### ***D. Research Target***

To achieve the successfulness indicator of students' score which there is minimal 65% of the students get the KKM standard score of Pesantren MANAHILIL ULUM GUPPI Samata TK. 1 Provinsi Sulawesi Selatan. Point 75 as a KKM standard score. Therefore, the students give good response of using Paraphrasing Strategy.

#### ***E. Research Instruments***

According to Arikunto (20010: 136) research instrument is a device used by the researcher while collecting data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. In this research the researcher used a test as a method of data collection. Therefore, the role of test here is an instrument to collect data. This is related to Kerlinger's opinion that for most part of the instrument used to measure the achievement in education is a test (Kerlinger, 1965: 481).

Test is a set of questions or other practice or device used to measure the skill, intelligence, ability and talent of an individual or a group. The type of test used here is achievement test. Achievement test attempt to measure what individual has learned- his or her present level of performance (Best, 1981: 193).

In this research, the researcher used one test type only. It was a multiple choice test. This type of test was chosen mainly for reason of practicality (Brown, 2004:19) that it is easy to administer and can be scored quickly.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

#### ***F. Data Collection Procedure***

The technique of collecting data used by researcher as follow:

##### **a. Observation**

Observation used to observe the teaching learning process and the students' activities during the lesson from opening until closing. Directly, the researcher observed the students in the classroom and got the description about students' activity and participation in learning process.

##### **b. Test**

In the research, the researcher got the data by giving multiple choices as the first test. It was evaluate students' reading comprehension of narrative text. Second test as an evaluation test hold for the action of during the each cycle to measure the student's understanding and to get learning outcomes data. This data was the achievement of students after being taught.

### ***G. Data Analysis Technique***

1. The formula would be used in scoring the students' correct answer is

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total Number of items}} \times 100$$

(Depdikbud, 1985)

2. Assessing the students' Reading Skill scores by used the rubric below:

The Classification of Students' score

No.	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fairly
6	40 – 49	Poor
7.	< 40	Very poor

(Depdiknas, 2005)

3. Computing the frequency and the rate percentage of the students' scores:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Rate Percentage

f = frequency of the correct answer

N = the total number of students

(Gay, 1981)

4. This formula would be used to know the mean score of the students' achievement:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  : Mean Score

$\sum X$  : The sum of all Score

N : the number of subject (students)

(Gay, 2006)

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the research findings of the implementation of Paraphrasing strategy to improve reading comprehension for the second grade students' at Pesantren MANAHILIL ULUM GUPPI Tk.1. Provinsi Sulawesi Selatan Samata. The implementation was divided into two cycles, cycle one cycle two. Otherwise, the discussion explains and interprets the findings. In addition, the researcher compares the data collected between two different cycles. The problem statements of this research are provided in this section either.

#### ***A. Findings***

The research was conducted by using several activities in order to get the data of English teaching and learning situation in the second grade students of Using Paraphrasing to improve Reading Comprehension for the Second Grade Students at Pesantren MANAHILIL ULUM GUPPI TK. 1 Provinsi Sulawesi Selatan Samata. To collect the data, the researcher conducted observation and test. The observation was done to know the real situation of the English teaching and learning of reading at VIII C class of Using Paraphrasing to improve reading comprehension.

The researcher focused on some issues related to the information that had been obtained from the teachers and the students before such as, the teacher's teaching strategy, the classroom interaction, students' vocabulary mastery and the students' involvement.

First, the teaching strategy was monotonous and too teacher-centered. The teacher just explained the material and then gave the students some texts to read. This type of strategy would make the students bored of reading. Moreover, the students were also trained to understand the texts by themselves. By doing those activities, the students were not really serious in reading the texts. Finally, there was no implementation of an appropriate reading strategy to improve the students' reading skill. It made the teaching and learning reading and the classroom interaction was not optimal.

The observation showed that the students' involvement during the teaching and learning process of reading was very low. Most of the students were so busy doing their own business instead of actively getting involved in the teaching and learning process. Some of the students did not pay attention to the teacher's explanation. During the teaching and learning process, some of them were talking with their friends, some of them were also dozing in their desk, some of them were playing their phone and some of them were doing another subject task. Only few students actively answered and responded to the teacher's questions and explanation. Sometimes, they responded together or the teachers pointed one of the students to answer the question. .

From the explanation above, the researcher identified the problems related to the teaching and learning process of reading. The problems are presented in the following table.

**Table 4.1 The Problems Related to the Teaching and Learning Process**

No.	Problems	Code	Source
1.	The students had limited vocabularies	S	Observation
2.	The teacher dominated the teaching learning process of reading.	T	Observaton
3.	Some students did not pay attention to the teacher's explanation.	S	Observation
4.	The students' enthusiasm in teaching and learning process was low	TLP	Observation
5.	The classroom interaction was low.	TLP	Observation
6.	The teaching and learning activities were monotonous.	TLP	Observation
7.	The teacher rarely used teaching media.	T	Observation
8.	The students had difficulties in comprehending the text. The students had difficulties in identifying the main idea, the factual information, inferring words, determining the topic of a passage and grammar.	S	Observation,
9.	The students easily got bored during the teaching and learning process of reading.	T	Observation
10.	The teacher doesn't use appropriate strategy	TLP	Observation

S= Students T= Teacher TLP= Teaching and Learning Process

**Table 4.2 The Most Feasible Problems Concerning the Teaching and Learning Process**

No.	Problems	Code
1.	The students had difficulties in reading comprehension.	S
2.	The teacher doesn't use an appropriate strategy.	TLP
3.	The students' enthusiasm in teaching and learning process was low.	TLP
4.	The classroom interaction was low.	TLP

S= Students T= Teacher TLP= Teaching and Learning Process



After identifying the most feasible problems in the field, the researcher and the teacher analyzed the problems. They decided to solve the problems and formulated the main causes of the problems from the possible factors, such as the students, the teacher and the activities. The problems are presented in the table below.

**Table 4.3 Main Causes of the Problems**

Categories	Causes	Mainproblems
Students' comprehension	Some students could not give an accurate answer to the reading comprehension question.	a. They misunderstood some detail information so they often made mistakes in answering comprehension question. b. They had difficulties in understanding reference, recognizing the writers tone, finding the main idea of the paragraph, identifying the factual information of the text and determining the topic of the passage.
	Students lacked vocabulary mastery	a. They often asked about the meaning of words to their friends. b. They reluctantly open their dictionary.
	Students found the difficulties in memorizing new English words.	They forgot the meaning of the words which were found in the previous text or meeting.
	The students had difficulty in grammar.	They did not understand the grammar rules which were used in the text

## ***B. The Implementation of the Actions***

### **1. Report of Cycle 1**

#### **a. Plan**

In this phase, the researcher and the collaborator planned a set of actions which were implemented in the class. During the teaching and learning process, the researcher acted as the teacher and the English teacher as the observer. Besides, the researcher also invited her colleague to act as the second observer in order to avoid bias in observing the teaching and learning process of reading in cycle one and help implement of the actions. The researcher and the collaborator focused on improving vocabulary mastery, finding main ideas and details information of the text.

First of all, the explanation of a narrative text was done. It was aimed to help students understand the nature of narrative. After that, a plan of the Paraphrasing activities in the form of discussion was made by the researcher. In this case, the students were divided into four groups according to their seat line. Each group was given a task in the form of identifying the synonyms and also the meaning of some words from a narrative text. This was conducted through a discussion and game which encouraged students to be actively involved in the teaching and learning process. Rewards were given to the most active individual and active group. It was aimed to increase students' enthusiasm in the process of teaching reading. The use of this activity was aimed to

improve their vocabulary mastery and build their interaction during teaching and learning process. This activity was done before the students started to read and comprehend the text using the paraphrasing strategy. First, the teacher would gather students' attention by playing a simple game related to the topic material. The researcher used synonyms as the topic of the guessing game activity.

After doing the synonym activity, the students started to observe, read a text and then asked the topic, the main idea and supporting details of each paragraph. During the process of a text comprehension the students were guided by the researcher to identify the main idea, supporting details and also in paraphrasing by their own words. This was done because it was the first time for them in comprehending a text using the paraphrasing strategy. By doing the group discussion, the students could participate more in discussing the text. They were expected to share their ideas and perception within their groups about the text. In the third meeting, the researcher gave test to the students.

b. Action

In implementing the actions, the researcher worked with the collaborator. When the researcher took a role as the teacher, the collaborator stayed at the back. The collaborator observed the learning process. Cycle one was done in three meetings. The first meeting was on Tuesday, 24 August 2017. The researcher focused on the nature of a narrative text and implementation of paraphrasing strategy. All

activities were guided by the researcher. The next meeting was done on Tuesday, 31 August 2017. In the second meeting, the researcher started to let the students try the strategy in the form of group discussion. The researcher still gave guidance to the students in finding the main idea and paraphrasing. The last meeting in this cycle was on Monday, 4 September 2017. In the last meeting of Cycle 1, the researcher gave multiple choice to the students as a test.

#### 1) The first Meeting

The first meeting was on Tuesday, 24 August 2017. After conducting introduction and greeting, the researcher introduced a narrative text as the topic material of the lesson. a moment later, the researcher also introduced the Paraphrasing as strategy that was used to facilitate the students in comprehending the text. The researcher stated that the first step that the students should do was read the text, the step was asking the main idea and supporting details of the text and the third was paraphrasing. First of all, the researcher introduced the text entitled “The Mouse deer Stole Cucumbers” by playing a song. The students sang along enthusiastically and shouted the title of the song.

After introducing the material, the teacher checked the students’ background knowledge by asking some information related to the story. Before the students and the teacher started to comprehend the text by using the strategy, the researcher asked the

students to do synonym activity first. The researcher explained that the synonyms would be useful in many ways. This activity helped them comprehend and also paraphrase the text later. After doing the synonym activity, the students were asked to write down the synonyms and the definition that they got in synonym toolbox that the researcher distributed along with the text. After that the researcher asked them to read the first paragraph of the story.

The students entered the first step of the strategy which is Read. After that, the researcher guided the students to ask the main idea and supporting details of the first paragraph. The researcher allowed them to discuss it with their friends. The third step that the students did was paraphrasing the text. After giving the topic material, the researcher asked the students to play guessing game about synonyms. The researcher explained that this activity would help them in comprehending the text. The researcher divided the students into four groups according to the seat line and explained the rules of this game.

The researcher explained that students could choose and use the synonyms to paraphrase the sentences. After the first paragraph was done, the teacher made sure that all of the students understand how to identify the main idea, to paraphrase and to comprehend the text. After that, the researcher asked the students to do the same thing to the second paragraph. After the students

paraphrased the text, a moment later the school bell rang. The researcher asked the teacher 10 minutes more to review and check the students' comprehension of the story individually

## 2) The Second Meeting

The second meeting was held on Tuesday, 4 September 2017. The researcher began the lesson by reviewing the activities in the previous meeting. The researcher asked the students related to the previous text and also about the main idea and the supporting details of each paragraph. Although the class' situation was so noisy, the students answered the researcher's question more energetic than in the first meeting. The researcher asked one of the noisy students about the previous material, he seemed flustered to answer it. Then, the researcher asked him and all of the students to concentrate on the lesson.

The first activity in the pre-reading phase was playing a matching synonym game. This game was conducted for gathering students' attention and concentration to the lesson. This activity also made the reading lesson more fun and challenging for the students. The researcher divided the students into 4 groups according to the seat lines. The researcher explained the rules of the game. Each group should guess and remember the location of the word and its synonyms, for example, the word "angry" in card number 1 and "mad" in card number 2. The fastest group that

finished the game would be the winner. They did it happily and enthusiastically. However, some students played too loud so that the researcher told them to keep their voice low. After that, the researcher asked them to fill the synonym toolbox with the synonyms. After ten minutes, the researchers divided the students into 9 groups. Each group consisted of 4 students.

The researcher asked each group to observe and read the text entitled “A Fox and A little Rabbit”. Then, the researcher asked them to discuss the main idea and the supporting details of each paragraph. There were some students who were confused in finding the main idea and supporting details, so that the researcher guided them in identifying the main idea and supporting details. This activity was done for about 35 minutes. Each group started to paraphrase the second and the last paragraph. Some of the students seemed already understood and did it by themselves. They just asked the researcher whether it was correct or not. Sadly, there were also some groups that still confused in finding main idea. Some of them did not pay attention to the researcher’s explanation before. Therefore, the researcher gave an extra time to guide them.

### 3) The Third Meeting

The third meeting was held on Monday, 4 September 2017. The researcher began the lesson by reviewing the activities in the previous meeting. The researcher and the students also discussed

the text that they have practiced on the last meeting for about 10 minutes. It was done to activate their background knowledge about narrative texts. fifty minutes before the researcher run out the time, the researcher distributed a multiple choice question sheet to each student to check their comprehension. The students answered the question by themselves, individually, not in group form. This is following result of students' cycle test in the first cycle:

**Table 4.4 Students' Reading Score in the first cycle test**

No.	Name of Students	Final Score
1.	Abdul Rahmat	75
2.	Abdul Salam	80
3.	Adrian	90
4.	Ain Nurdian	50
5.	Aryansyah	75
6.	Arif Suseno	80
7.	Arya Saputra	45
8.	Dandi Hamzah	70
9.	Firman	70
10.	Hasrul Ramadhanu	75
11.	Hasrullan Basri	70
12.	Ilham Jaya Kusuma	90
13.	Indra Lesmana	45
14.	Irmawati	65
15.	Irwansyah	45
16.	Junaedi Mansur	80
17.	Kardiansyah	70
18.	Muhammad Akbar	75
19.	Muhammad Fikri	75
20.	Muh. Idul Adha S	70
21.	Nurhidayat	80
22.	Rafli	70
23.	Ridwan	85
24.	Ririn Amanda R	60
25.	Riski	65



<b>Sum / <math>\sum x</math></b>	<b>1755</b>
<b>Mean Score = <math>\frac{\sum x}{N}</math></b>	<b>70,3</b>

Based on the table above, it proven that there were some improvement toward students' reading comprehension after implementing paraphrasing strategy. The improvement showed that there were two students got **90** value, one student got **85** value, four students got **40** value, five student got **75** value, four students got **70** value, 2 students got 65 value and one student got **60** value, one students got 50, and three students got 45.

The percentage of students' reading score with **twelve** students passed the first cycle test was **48%**. It means that there were **48%** students of the class could pass the criteria of minimum successful or KKM. The students reading score had improved but the improvement did not reach the target of research which was 65% of students could pass the criteria of minimum successful (KKM). To achieve the target of the research, there were still needed **17%** or around **four** students who could pass the criteria of minimum successful (KKM). While the mean score of first post-cycle test was **70,3** with categorized good.

**Table 4.5 The Frequency and Percentage Student's in Reading Comprehension**

<b>No.</b>	<b>Criteria</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>1.</b>	<b>Excellent</b>	<b>90- 100</b>	<b>2</b>	<b>8 %</b>
<b>2.</b>	<b>Very Good</b>	<b>80- 89</b>	<b>5</b>	<b>20 %</b>
<b>3.</b>	<b>Good</b>	<b>70- 79</b>	<b>11</b>	<b>44 %</b>
<b>4.</b>	<b>Fairly good</b>	<b>60- 69</b>	<b>3</b>	<b>12 %</b>
<b>5.</b>	<b>Fairly</b>	<b>50- 59</b>	<b>1</b>	<b>4 %</b>
<b>6.</b>	<b>Poor</b>	<b>40 – 49</b>	<b>3</b>	<b>12 %</b>
<b>7.</b>	<b>Very poor</b>	<b>&lt;40</b>	<b>-</b>	<b>-</b>
<b>TOTAL</b>			<b>25</b>	<b>100</b>

Based on the table above, it showed that the successful indicator of this research which had to fulfilled by the students were not achieved yet in the first cycle. There were **2** students got **8 %** percentage were classified Excellent, **5** students got **20 %** percentage were classified Very Good, **11** students got **44 %** percentage were classified Good, **3** students got **12 %** percentage were classified Fairly Good, 1 students got **4 %** percentage were classified Fairly. 3 students got 12 % percentage were classified poor There were thirteen students could passed the first cycle got percentage was **37,14% .** It means that there were **37,14%** students of the class could passed the criteria of minimum successful (KKM). The students' reading comprehension score had improved but the improvement was not achieved the target of research which was **65%** of students could pass the criteria of minimum successful (KKM). It meant that the students' reading

comprehension was low and the students had difficulties in answer the multiple choices questions narrative text.

c. Observation and Evaluation

In observation step, the teacher was helped by the collaborator to observe the learning process. This is to know what happen in the lass during the lesson from opening until closing. The collaborator observed the activities during the teaching learning process in paraphrasing strategy. To observe them, the researcher used observation checklist which was made before conducting this research.

The result of the observation was analyzed to found the strengths and the weakness of the action. There were fourteen indicators in teaching and learning process and in observation checklist, there was an option with “yes or no” of every indicator who was selected by the collaborator and description form as the note from the collaborator to give suggestion to researcher, they were:

**Table 4.6 The Result of Observation in the first cycle**

No.	ASPECT OF OBSERVATION	Yes	No
1.	Students' interest when action	√	
2.	Students' sincerity		√
3.	Students' seriousness		√
4.	Students' activeness		√
5.	Students' collaboration in group	√	
6.	Students' comprehension		√

7.	Students' orderliness		√
8.	Students' clamorous and	√	
9.	Smoothness of learning step		√
10.	Students' respond to teacher explanation		√
11.	Students' focus when follow teacher's direction	√	
12.	Students' seriousness when teacher resuming		√
13.	Lesson finish on time	√	
14.	Students' seriousness when did reflection		√

According to the result of observation above, there were fourteen criteria which were involved activity in the classroom. There were nine students choose criteria in column “yes” and there were five students choose criteria in column “no”. Based on the table above, the total was converted into the table classification of observation and the result showed that the classroom activity was good, but it was not satisfy the researcher because there were still criteria which were lack such as: students' sincerity, students' seriousness, students' comprehension, students' orderliness, smoothness of learning step, students' focus when follow teacher's direction, students' seriousness when teacher resuming, and students' seriousness when did reflection.

Also there were no criteria which categorized very good. For the next cycle, the researcher should try make different condition in the classroom which better than the first cycle. So, that the students' reading

comprehension was reach the target of criteria of minimum successful (KKM).

d. Reflection

Both the result of observation and test of the first cycle are making the goal of this research was not achieve yet. Particularly, concerning on the students' involvement and class preparation in the hope the students' grade gets improvement in the next test. In the next cycle, the researcher used the different topic because the researcher would like make the students more interested in teaching-learning process, so the students' achievement would be better than in the first cycle.

In reference to the reflection of the actions, the researcher and the other team members concluded that there were some points as the findings of cycle one.

The following statements are the findings of cycle one:

1. The successful results of cycle one:
  - a) The students' vocabularies were improved
  - b) The activities successfully developed the students' reading comprehension, especially finding and memorizing the main idea and supporting details of the text
  - c) The students more actively involved in the teaching and learning process.
  - d) The classroom interaction was getting better and intense.

e) The students' enthusiasm in the teaching learning process, especially in reading was improved.

f) The teaching and learning process were enjoyable and not monotonous.

## 2. The unsuccessful results of cycle one:

a) The classroom management had not successfully done. The group and activities made the class noisy.

b) The students had not really developed their grammar skills.

In conclusion, there were some improvements on every indicator in each action. However, the researcher still found some problems that occurred during. In order to solve the problems in cycle one and improving the students' reading comprehension, the researcher decided to continue several actions in the next cycle.

## 2. Report of Cycle two

### a. Plan

In cycle two, the researcher and the collaborator planned a set of actions which were implemented in the teaching and learning process.

Different from the cycle 1, there were some modifications in the activities. In this cycle, the researcher and the collaborator did not really focus on the successful indicators in the cycle 1. But the researcher still used synonym activities to improve students' vocabulary in the pre-reading phase. In the previous cycle, this activity was really effective in building the students' enjoyment and improving

their vocabulary mastery.

The researcher gave the students time to discuss the words they got and to guess the meaning according to the text they read. In each meeting of the whilst reading phase, the Paraphrasing strategy was still used by the students to comprehend the text they learned. In cycle one, most of the reading comprehension skills have been successfully developed.

The collaborator suggested that the classroom management should be improved. Therefore, in cycle two, the researcher divided the students into small groups that consist of four members. She did not put the noisy students with the other noisy students in one group. The researcher had asked the teacher about the information related to the noisy students. The researcher would change the students' group if they became noisy. It was done so they would remain calm and not noisy. The lesson plan was made in reference to the discussion between the researcher and the collaborator about the actions in cycle two. Meanwhile, the research instruments consisted of observation sheet and multiple choice as a test.

b. Action

This cycle was carried out in three meetings. The topic was still narrative texts. The learning objective was that the students could comprehend the narrative text. The description of the implementation of the actions in cycle two was as follows.

### 1.) The first meeting

The first meeting of cycle two was held on Tuesday, 7 September 2017. In the first meeting, the researcher began the class with greeting and checking the students' presence. The researcher told the students that they would have a fun synonym activity. The students would do "fly swat game". The students were asked to match the words with the synonyms and their definition. The researcher put the words randomly on the white board. The students seemed so happy and enthusiastic to participate.

The researcher divided the students into 9 groups. The students were more obedient than before. In the whilst reading phase, Each group consisted of four students. Then, the researcher distributed the reading comprehension worksheet to each group. The researcher and the students read it together. Then, they discussed and analyzed the text using the paraphrasing strategy. The researcher asked the representative of each group to write the main idea and the details on the whiteboard. Then, the results were discussed together. In this stage, the students did peer correction. They checked if there were any grammatical mistakes on the sentences and corrected the mistakes together.

### 2.) The second meeting

The second meeting was conducted on Monday, 11 September 2017. Greeting was the first thing to do during that day lesson. Then,



the researcher asked about the students' attendance. She also reviewed the lesson in the previous meeting. While reviewing, the researcher also activated the students' vocabulary related to the text. After that, she showed some pictures related to the text today "The Goose and The Golden Eggs Story". The pictures were used to establish the students' background knowledge about the story. After the researcher activated the students' background knowledge by showing the pictures related to the text, she asked students to do synonyms activity first before reading using the paraphrasing strategy.

The researcher divided the class into four groups. Each group consisted of 8-9 students according to the seat lines. Most of the students were so cooperative during the activity. They helped and supported their group members by giving the direction of the word. They were asked to read the text using the paraphrasing strategy. The students had already understood the steps and the process during using the strategy. Some of the groups divided the job to each member. They read and found the main idea and supporting details of each paragraph. They worked quite fast and cooperative in groups.

Beside the students paraphrased the text in the written form, they also stated the main idea and supporting details in the oral form. Then, the researcher distributed some worksheets to each group. The students were asked to stick some pictures to the correct place. It was used to check their reading comprehension. Finally, the researcher reviewed

all of the materials that had been discussed from the first meeting. She asked the students if there was any question about it. After that she closed the meeting with greeting.

### 3.) The Third Meeting

This meeting was conducted on Tuesday 14 September, 2017. In this meeting, firstly the researcher gave test to students. The students were gave a competence test to measure the students' improvements and achievement of the study in narrative texts by paraphrasing strategy. This is following result of students' cycle test in the second cycle:

**Table 4.7. Students' Reading Score in the Second cycle test**

No.	Name of Students	Final Score
1.	Abdul Rahmat	<b>90</b>
2.	Abdul Salam	<b>95</b>
3.	Adrian	95
4.	Ain Nurdian	85
5.	Aryansyah	<b>95</b>
6.	Arif Suseno	<b>95</b>
7.	Arya Saputra	80
8.	Dandi Hamzah	<b>70</b>
9.	Firman	85
10.	Hasrul Ramadhanu	<b>70</b>
11.	Hasrullan Basri	<b>65</b>
12.	Ilham Jaya Kusuma	<b>75</b>
13.	Indra Lesmana	85
14.	Irmawati	75
15.	Irwansyah	80
16.	Junaedi Mansur	<b>65</b>
17.	Kardiansyah	<b>75</b>
18.	Muhammad Akbar	<b>65</b>
19.	Muhammad Fikri	<b>75</b>
20.	Muh. Idul Adha S	80

21.	Nurhidayat	<b>80</b>
22.	Rafli	<b>85</b>
23.	Ridwan	<b>90</b>
24.	Ririn Amanda R	<b>70</b>
25.	Riski	<b>70</b>
<b>Sum / <math>\sum x</math></b>		<b>1995</b>
<b>Mean Score = <math>\frac{\sum x}{N}</math></b>		<b>79,8</b>

According to the table above, the student's reading comprehension on narrative text score well improved, it could be seen that in the second cycle, there were four student got **95** value, two student got **90** value, four students got **85** value, four students got **80** value, four students got **75** value, four students got **70** value, three students got **65** value, It means that, sixteen or **72%** students could pass the criteria of minimum successful (KKM) while there were still seven students below the criteria of minimum successful (KKM). The improvement toward students' reading comprehension after implementing narrative text by using paraphrasing strategy.

The improvement could be seen by comparing between the mean score of the first cycle test and the second cycle test, the mean score of first cycle test was **70,3** and the mean score of second cycle was **79,8**.

**Table 4.8 The Frequency and Percentage students' reading comprehension**

<b>No.</b>	<b>Criteria</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>1.</b>	<b>Excellent</b>	<b>90- 100</b>	<b>6</b>	<b>24 %</b>
<b>2.</b>	<b>Very Good</b>	<b>80- 89</b>	<b>8</b>	<b>32 %</b>
<b>3.</b>	<b>Good</b>	<b>70- 79</b>	<b>8</b>	<b>32 %</b>
<b>4.</b>	<b>Fairly good</b>	<b>60- 69</b>	<b>3</b>	<b>12 %</b>
<b>5.</b>	<b>Fairly</b>	<b>50- 59</b>	<b>-</b>	<b>-</b>
<b>6.</b>	<b>Poor</b>	<b>40 – 49</b>	<b>-</b>	<b>-</b>
<b>7.</b>	<b>Very poor</b>	<b>&lt;40</b>	<b>-</b>	<b>-</b>
<b>TOTAL</b>			<b>25</b>	<b>100</b>

The table above showed that the score of the students increased. From 25 students who followed the test, there were 6 students got **24%** were classified Excellent, 8 students got **32%** were classified very good, 8 students got **32%** were classified good, and 3 student got **12%** were classified fairly good.

On the other side, there was in indicator of successful students that has been determined by the researcher namely: if **65%** of students had been success. In their reading comprehension on narrative text achievement, it can be said using team paraphrasing strategy can improve the students' reading comprehension.

#### c. Observation and Evaluation

To observe the teaching and learning process, the researcher and

the collaborators used the observation. The result of the observation and evaluation which were done in the second cycle showed improvement of the students' participations in the classroom. In other words, it showed the students' achievements and the students' activities during the teaching and learning process. For clear information about the improvements, The aspects which were observed during the teaching and learning process were just same in the first cycle. They were:

**Table 4.9 The Result of Observation in the first cycle**

No.	ASPECT OF OBSERVATION	Yes	No
1.	Students' interest when action	√	
2.	Students' sincerity	√	
3.	Students' seriousness	√	
4.	Students' activeness	√	
5.	Students' collaboration in group	√	
6.	Students' comprehension		√
7.	Students' orderliness		√
8.	Students' clamorous and	√	
9.	Smoothness of learning step		√
10.	Students' respond to teacher explanation	√	
11.	Students' focus when follow teacher's direction	√	
12.	Students' seriousness when teacher resuming	√	
13.	Lesson finish on time	√	
14.	Students' seriousness when reflection	√	

According to the result of observation above, the result of observation that scored by teacher, had been improved, it showed that

there were eleven students choose criteria in column “yes”, and there were three students choose criteria in column “no”. Then, the score was converted into the table classification of observation and the result showed that the classroom activity was categorized very good. It meant that the role of teacher and researcher were success in doing the action within the second cycle test. It was also synchronize with the result of students reading comprehension score that showed significance improvement.

d. Reflecion

Previously, in cycle one, there were some problems during the implementation of the action. Therefore, the researcher and the collaborator formulated the revised action to be implemented in cycle one. After the implementation of the actions, the researcher and the collaborator discussed the result of cycle two. The reflection of cycle two explores the implementation of the action in cycle two. The results of the reflection are presented below.

- a. The paraphrasing activities has successfully developed the students' reading comprehension skills.
- b. The classroom interaction was getting better and intense.
- c. The students involved in the teaching and learning process obediently.

In conclusion, the implementation of actions in cycle two successfully solved the problems in cycle one as there were improvements on every indicator in each action. The researcher and the collaborators concluded that all actions could improve the teaching and

learning process of reading. Therefore, they decided to end the research after cycle two was conducted.

### **C. Discussion**

This study began on Tuesday, 24 August 2017 and ended on Tuesday, 14 September 2017. The objective of this research was to improve the teaching and learning process of reading at the second grade students at Pesantren MANAHILIL ULUM GUPPI. To solve the problems, the researcher implemented some actions based on the paraphrasing strategy. All of the actions were successfully done in two cycles. The results of the research are presented in the following table.

**Table 4.7 Comparison of Cycle one and Cycle two**

No.	Name of Students	Cycle test 1	Cycle test 2
1.	Abdul Rahmat	<b>90</b>	<b>90</b>
2.	Abdul Salam	<b>95</b>	<b>95</b>
3.	Adrian	95	95
4.	Ain Nurdian	85	85
5.	Aryansyah	<b>95</b>	<b>95</b>
6.	Arif Suseno	<b>95</b>	<b>95</b>
7.	Arya Saputra	80	80
8.	Dandi Hamzah	<b>70</b>	<b>70</b>
9.	Firman	85	85
10.	Hasrul Ramadhanu	<b>70</b>	<b>70</b>
11.	Hasrullan Basri	<b>65</b>	<b>65</b>
12.	Ilham Jaya Kusuma	<b>75</b>	<b>75</b>
13.	Indra Lesmana	85	85
14.	Irmawati	75	75
15.	Irwansyah	80	80
16.	Junaedi Mansur	<b>65</b>	<b>65</b>
17.	Kardiansyah	<b>75</b>	<b>70</b>
18.	Muhammad Akbar	<b>65</b>	<b>65</b>
19.	Muhammad Fikri	<b>75</b>	<b>70</b>

20.	Muh. Idul Adha S	80	80
21.	Nurhidayat	<b>80</b>	<b>80</b>
22.	Rafli	<b>85</b>	<b>85</b>
23.	Ridwan	<b>90</b>	<b>90</b>
24.	Ririn Amanda R	70	70
25.	Riski	70	70
<b>Sum / <math>\sum x</math></b>		<b>1755</b>	<b>1995</b>
<b>Mean Score = <math>\frac{\sum x}{N}</math></b>		<b>70,3</b>	<b>79,8</b>

The table above describes the results of the implementation of the action.

It can be concluded that the use of the paraphrasing strategy could improve the students' reading comprehension and teaching and learning process. They could identify the topic, main idea and supporting details of the text. They also could activate their memory about the information of the text. The researcher also prompted the students to check their comprehension by asking the topic, the main idea and finally they would determine details that are essential to capture important information. Then, the students described their understanding of the passage in their own words. So that would improve the students' memory and understanding about the text that they had read.

In implementing the paraphrasing strategy, the researcher also used some supporting activities that could maximize students' reading comprehension improvement in cycle one and cycle two. The synonyms were given to assist and improve the use of paraphrasing strategy. The activities also improved students' vocabulary. So that before the students used the strategy to comprehend the text, they did the synonyms activity first. The activities were created in a fun and interesting way in order to motivate the students during the



learning process. The vocabularies used were taken from the text materials. They expected to find the synonyms and guess the meaning according to the text.

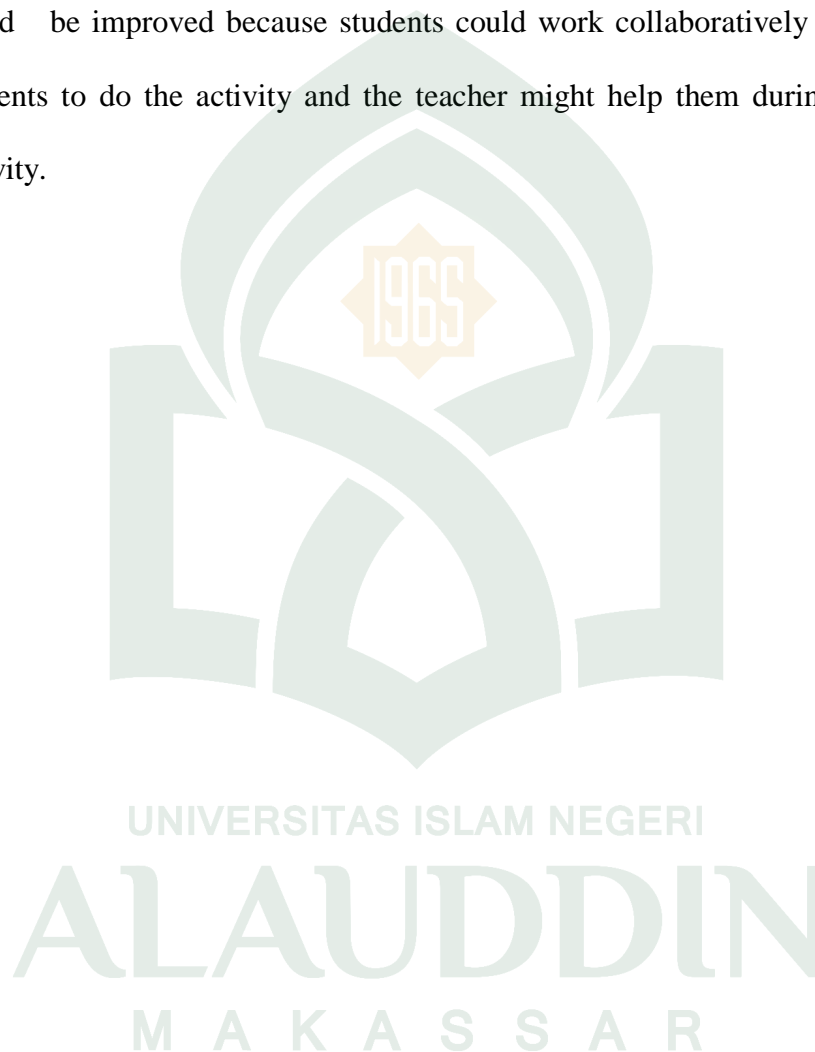
This supporting activity did not just improve the vocabulary but also their understanding of the text. The students learned how to look for or predict words in the text that may not be known by all students by discussing them. Students need to be encouraged and taught how to look at words in context and to then talk about them, as comprehension depends on processing at a word or sentence level. The teaching of vocabulary gave some benefits to all students involved in the intervention study as well as their classmates. Moreover by paraphrasing, students' grammar knowledge also improved.

Paraphrasing enables students to engage in the text and gain a greater understanding at the sentence level. Paraphrasing also helps students make sense of the text. They tried to rewrite or restate with their own words, then they would discuss and correct the sentence if they found grammatical mistakes.

Furthermore, the use of peer correction and connecting word games were also used to deepen students' grammar knowledge. The research also has shown that comprehension instruction could improve the reading comprehension of students, even for the struggling one. It would help students understand, remember and communicate with others about what they read. Using group discussion also improved students' participation and the classroom interaction. Before, the teaching and learning process was using

teacher centered, so that students just had a little chance to share their idea and opinion.

By using group discussion, every student has a chance to get engaged and participate to the group discussion. Therefore, the classroom interaction could be improved because students could work collaboratively with other students to do the activity and the teacher might help them during learning activity.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions and the suggestions of this research. Conclusion describes how about the improvement of students' speaking ability after being taught by using paraphrasing strategy. Suggestions are taken based on findings and conclusions obtained in this research.

#### **A. Conclusion**

The objective of this action research is to improve the second grade students' reading comprehension by using paraphrasing strategy. It was conducted at Pesantren Manahilil Ulum Guppi Tk.1 Provinsi Sulawesi Selatan Samata. The subjects of the research were the students of grade IX C. The research started on 24 August 2017 and ended on Tuesday, 14 September 2017. In this research, the paraphrasing strategy was conducted in two cycles. The implementation of the paraphrasing strategy could improve the students' reading comprehension.

The students got better understanding through the three steps of this simple strategy which are reading the text, asking the main idea and then paraphrasing the main idea and supporting details of the texts. The students also became aware in identifying the main idea and factual information in the texts.

#### **B. Suggestion**

After this research is conducted, there are some suggestions addressed to the students, the English teacher, and the other researchers.

1. To the students

There are many ways to read and comprehend the different kinds of text. However, paraphrasing strategy helps students to have better reading comprehension ability especially finding topic, main idea and information detail information from the text.

2. To the English teacher

It is recommended that the teacher use various kinds of activities that challenge and motivate students in learning reading. The English teacher also should be aware of the students' needs and difficulties to apply a good solution. The paraphrasing strategy can be chosen to improve the students' comprehension in reading and some aspects which will affect the comprehension.

3. To other researchers

For other researchers who conduct similar studies, they should conduct some studies to know further the application of the paraphrasing strategy and its connection with students' reading comprehension

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## APPENDICES

### Appendix 1. Lesson Plan

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMA/MA	: SMA Guppi Samata
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Pertemuan ke	: 1
Aspek/Skill	: Reading
Alokasi waktu	: 2 JP (6 x 45)
Standar Kompetensi	: Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>report</i> , <i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>
Indikator	: 1. Mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari. 2. Mengungkapkan suatu pernyataan dalam bentuk lisan
I. Tujuan Pembelajaran	: 1. Siswa dapat mengungkapkan suatu pernyataan 2. siswa dapat mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.
II. Materi Ajar	: Paraphrasing of Narrative Text

III. Metode Pembelajaran : Collaborative learning

IV. Langkah-Langkah Pembelajaran :

1. Kegiatan awal :
  - a. Guru mengucapkan salam dan tegur sapa dengan siswa
  - b. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada tuhan
  - c. Guru mengabsen siswa
  - d. Guru memberikan warming up (motivasi dan dukungan) kepada siswa
  - e. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan
2. Kegiatan Inti :
  - a. Guru menjelaskan kepada siswa apa yang akan dilakukan dalam materi Paraphrasing
  - b. Guru memperkenalkan kepada siswa tentang Paraphrasing
  - c. Guru memberi kesempatan kepada siswa untuk bertanya seputar penjelasan yang masih belum jelas
  - d. Guru dan siswa berdiskusi tentang materi (Paraphrasing)
3. Kegiatan Akhir :
  - a. Guru menanyakan kesulitan siswa dalam memahami pelajaran
  - b. Guru menyimpulkan materi

V. Alat/Bahan/Sumber Belajar :

- Marker
- White board
- <http://www.elgames.com/ElConvPix1.htm>
- <http://weba2.gifu-net.ed.jp/kyoka/eigo/CommunicativeEnglish/ActII01%20Picture%20Dictation.htm>

VI. Penilaian

1. Teknik : Tes Lisan
2. Bentuk : Deskripsi
3. Pedoman penskoran



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMA/MA : SMA Guppi Samata  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/Genap  
 Pertemuan ke : 2  
 Aspek/Skill : Reading  
 Alokasi waktu : 2 JP (6 x 45)

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*

Indikator : 1. Mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.  
 2. Mengungkapkan suatu pernyataan dalam bentuk lisan

I. Tujuan Pembelajaran : 1. Siswa dapat mengungkapkan suatu pernyataan  
 2. Siswa dapat mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

II. Materi Ajar : Dialog

III. Metode Pembelajaran : Collaborative learning

IV. Langkah-Langkah Pembelajaran

1. Kegiatan awal
  - a. Guru mengucapkan salam dan tegur sapa dengan siswa

- b. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada tuhan
  - c. Guru mengabsen siswa
  - d. Guru memberikan warming up (motivasi dan dukungan) kepada siswa
  - e. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan
2. Kegiatan Inti
  - a. Guru menjelaskan kepada siswa apa yang akan dilakukan dalam materi Paraphrasing
  - b. Guru memperkenalkan kepada siswa tentang Paraphrasing
  - c. Guru memberi kesempatan kepada siswa untuk bertanya seputar penjelasan yang masih belum clear
  - d. Guru memberikan beberapa vocabulary tentang gambar dalam teks naratif
  - e. Siswa diberi tugas mengenai vocabulary yang berkaitan dengan naratif
  - f. Siswa diminta satu-persatu untuk mendeskripsikan gambar yang didiktekan dengan menggunakan bahasa inggris
3. Kegiatan Akhir :
  - a. Guru menanyakan kesulitan siswa dalam memahami pelajaran
  - b. Guru menyimpulkan materi

#### V. Alat/Bahan/Sumber Belajar :

1. Marker
2. White board
3. <http://www.elgames.com/ElConvPix1.htm>
4. <http://weba2.gifu-net.ed.jp/kyoka/eigo/CommunicativeEnglish/ActII01%20Picture%20Dictation.htm>

#### VI. Penilaian

1. Teknik : Tes Lisan
2. Bentuk : Deskripsi
3. Pedoman penskoran

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMA/MA : SMA Guppi Samata  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/Genap  
 Pertemuan ke : 4  
 Aspek/Skill : Reading  
 Alokasi waktu : 2 JP (6 x 45)

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*

Indikator : 1. Mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.  
 2. Mengungkapkan suatu pernyataan dalam bentuk lisan

I. Tujuan Pembelajaran : 1. Siswa dapat mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.  
 2. Siswa dapat mengungkapkan suatu pernyataan

II. Materi Ajar : Paraphrasing of Narrative text

III. Metode Pembelajaran : Collaborative learning

IV. Langkah-Langkah Pembelajaran

5. Kegiatan awal

- a. Guru mengucapkan salam dan tegur sapa dengan siswa
- b. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada tuhan
- c. Guru mengabsen siswa
- d. Guru memberikan warming up (motivasi dan dukungan) kepada siswa
- e. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan
6. Kegiatan Inti
  - a. Guru menjelaskan kepada siswa apa yang akan dilakukan dalam materi Paraphrasing meski telah dijelaskan di pertemuan sebelumnya
  - b. Guru memperkenalkan kepada siswa tentang Paraphrasing
  - c. Guru memberi kesempatan kepada siswa untuk bertanya seputar penjelasan yang masih belum clear
  - d. Guru memberikan beberapa vocabulary tentang text naratif
  - e. Siswa diberi tugas mengenai vocabulary yang berkaitan dengan teks naratif
  - f. Siswa diminta satu-persatu untuk mendeskripsikan gambar yang dengan menggunakan bahasa inggris
7. Kegiatan Akhir :
  - c. Guru menanyakan kesulitan siswa dalam memahami pelajaran
  - d. Guru menyimpulkan materi

#### V. Alat/Bahan/Sumber Belajar :

1. Marker
2. White board
3. <http://www.elgames.com/ElConvPix1.htm>  
<http://weba2.gifu-net.ed.jp/kyoka/eigo/CommunicativeEnglish/ActII01%20Picture%20Dictation.htm>

#### VI. Penilaian

1. Teknik : Tes Lisan
2. Bentuk : Deskripsi
3. Pedoman penskoran

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMA/MA : SMA Guppi Samata  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/Genap  
 Pertemuan ke : 5  
 Aspek/Skill : Reading  
 Alokasi waktu : 2 JP (6 x 45)

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*

Indikator : 1. Mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.  
 2. Mengungkapkan suatu pernyataan dalam bentuk lisan

I. Tujuan Pembelajaran : 1. Siswa dapat mengungkapkan suatu pernyataan  
 2. Siswa dapat mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

II. Materi Ajar : Paraphrasing of narrative text

III. Metode Pembelajaran : Collaborative learning

IV. Langkah-Langkah Pembelajaran

1. Kegiatan awal
  - a. Guru mengucapkan salam dan tegur sapa dengan siswa

- b. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada tuhan
  - c. Guru mengabsen siswa
  - d. Guru menanyakan kesiapan siswa dan memotivasi mereka sebelum memulai pembelajaran
  - e. Guru mengajak peserta didik memainkan game
  - f. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan
2. Kegiatan Inti
- a. Guru menjelaskan kepada siswa apa yang akan dilakukan dalam materi Paraphrasing meski telah dijelaskan di pertemuan sebelumnya
  - b. Guru memperkenalkan kepada siswa tentang Paraphrasing
  - c. Guru memberi kesempatan kepada siswa untuk bertanya seputar penjelasan yang masih belum clear
  - d. Guru memberikan contoh paraphrasing
  - e. Guru menjelaskan kepada siswa tata cara memparaphrase kalimat
  - f. Siswa diberi tugas mengenai yang berkaitan dengan Paraphrasing
3. Kegiatan Akhir :
- a. Guru menanyakan kesulitan siswa dalam memahami pelajaran
  - b. Guru menyimpulkan materi

#### V. Alat/Bahan/Sumber Belajar :

1. Marker
2. White board
3. <http://www.elgames.com/ElConvPix1.htm>  
<http://weba2.gifu-net.ed.jp/kyoka/eigo/CommunicativeEnglish/ActII01%20Picture%20Dictation.htm>

#### VI. Penilaian

1. Teknik : Tes Lisan
2. Bentuk : Deskripsi
3. Pedoman penskoran

## Appendix 2. Research instrument

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### READING COMPREHENSION TEST CYCLE ONE

Questions for number (1-12)

Text 1

#### Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land.

The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. Then, they fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

1. What do we learn from the text?
  - a. Keeping the promise that have been made.
  - b. Sufferings bring happiness.
  - c. Arguing makes you distressed.
  - d. A good deed deserves a reward.
2. What is the purpose of the text above?
  - a. To explain about something
  - b. To inform the readers the factual information

- c. To tell story in the past event
  - d. To entertain the readers with the story
3. "Yummy, this is my lunch," said Baya. The underlined word refers to . . . .
- a. Sura
  - b. The meat
  - c. Baya
  - d. The goat
4. The complication started when . . . .
- a. they fought for the goat
  - b. they both hit each other
  - c. Sura bit Baya's tail
  - d. Sura went to the land and looked for some food in the river
5. What is the main idea of the last paragraph?
- a. Sura broke his promise.
  - b. Baya was angry to Sura.
  - c. There is no food in the sea.
  - d. Sura was looking for food.
6. The story is about a crocodile who . . . .
- a. fought over the shark
  - b. planned to eat the goat
  - c. defended and protected what in his own.
  - d. did not like the Shark
7. What did the Baya do when he saw a goat?
- a. He asked Sura's help to catch it.



- b. He ignored it.
  - c. He gave the goat to Sura.
  - d. He wanted to eat it for his lunch.
8. What did Sura and Baya do to avoid the fight again?
- a. They would never meet again.
  - b. They made promise about their territory
  - c. Baya would live in the land.
  - d. Baya bitted the Sura's tail.
9. What happened to Sura when there is no food in the sea?
- a. He went to the deeper sea.
  - b. He was dying of hunger.
  - c. He came to the river.
  - d. He came to eat Baya.
10. How was Sura according to the writer? He was....
- a. mean
  - b. greedy
  - c. kind
  - d. humorous
11. "No way! This is my lunch. You are greedy." The word 'greedy' means ...
- a. wicked
  - b. stubborn
  - c. voracious
  - d. kind
12. "Baya was happy." The synonym of the underlying word is?

- a. sorrow
- b. glad
- c. worry
- d. mad

Questions for number (13-26)

Text 2

### The Lion and The Bear

On a summer day, when the hot weather made the animals thirsty, a lion and a bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The Lion said, "It is better for us to be friends."

13. What do we learn from the text?

- a. A gift shows kindness.
- b. Helping each other brings happiness.
- c. Anger does not solve the problem.
- d. Being lazy brings to the misery.

14. What is the purpose of the text above?

- a. To explain the readers about the lion and the bear
- b. To amuse or entertain the readers with the lion and the bear's story.
- c. To inform the readers the factual information about lion and bear
- d. To retell story about the bear in the past event.

15. “They waited for the one who would die first.”

The underlined word refers to... .

- a. the lion
- b. those bear
- c. those eagles
- d. the others bear

16. The resolution of the story is when ... .

- a. a lion asked the bear to be friends
- b. a lion and a bear came to a river together to drink
- c. the hot weather made the animals thirsty
- d. the lion and the bear stopped fighting

17. From the story we know that ... .

- a. the lion and the bear did not be friends
- b. the eagles ate the lion
- c. the lion and the bear were still alive in the end
- d. the lion and the bear continued the fight until the end

18. The story is about animals that... .

- a. were very struggled to keep survived in the hot weather
- b. liked to fight with each other
- c. lived happily with each other
- d. were very kind to everyone in all situation

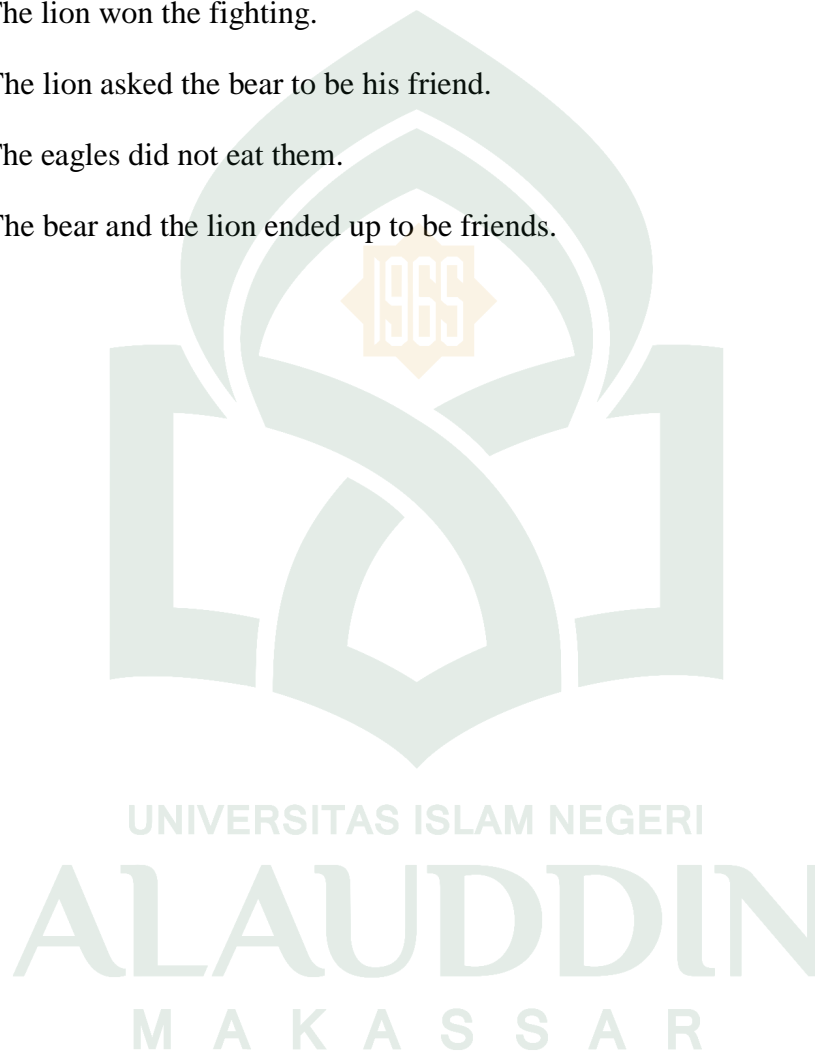
19. What did the bear and the lion do when they saw some eagles were watching them fought?

- a. They continued the fighting.

- b. They attacked the eagles.
- c. They ran from the eagles.
- d. They ended the fighting.

20. Which statement is NOT TRUE according to the text?

- a. The lion won the fighting.
- b. The lion asked the bear to be his friend.
- c. The eagles did not eat them.
- d. The bear and the lion ended up to be friends.



### **READING COMPREHENSION TEST CYCLE TWO**

#### Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

1. "But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too." This sentence (paragraph 3) is... .
  - a. the reorientation
  - b. the complication
  - c. the orientation
  - d. the resolution
2. Which one is the orientation of the story above?
  - a. "Now the two friends can race against each other all day... ."
  - b. "Once upon a time there lived two best friends, ... ."
  - c. "One day, the hare asked the tortoise to race ... ."
  - d. "The tortoise refused, he said that he will lose anyway."
3. What is the main idea of the paragraph two?
  - a. The hare asked the tortoise to race down to the beach.
  - b. The tortoise refused the hare idea.
  - c. The tortoise loosed the race
  - d. The hare felt sorry to the tortoise
4. What the hare feel when the tortoise refused to race down to the beach?

- a. He regretted asking him.
  - b. He felt disappointed.
  - c. He was very angry.
  - d. He felt sorry to him
5. The story is about the hare who... .
- a. want to defeat the tortoise in the race.
  - b. did not like race against the tortoise
  - c. helped the tortoise to win the race.
  - d. was not good in a race.
6. Where the tortoise did a race in the end?
- a. At the jungle toward the beach
  - b. At the beach
  - c. At the mountain.
  - d. At the sand hill towards the beach
7. How was the writer think about the end of the story?
- a. The hare might win the race
  - b. The tortoise might lose the race
  - c. The tortoise might win the race.
  - d. The tortoise and the hare, both will win the race.
8. Which statement is NOT TRUE according to the text?
- a. The tortoise did not refuse the hare's challenge.
  - b. The hare always won the race.
  - c. The tortoise always loosed the race.
  - d. The hare loved doing a race.
9. The word "plodding" (line 6) means ... .
- a. move really fast
  - b. move slowly
  - c. go down
  - d. move hurriedly

### Little Fly

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him. The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "What a stupid animal!" Now the fly decided to land on one of the bull's hone to make the bull notice him. He waited for the bull to say something, but the bull kept quiet. The fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!" The bull laughed and said, "little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone."

10. "...that would be fair and lots of fun too." What does the underlined word mean?
  - a. Enjoyable
  - b. boredom
  - c. fierce
  - d. dishonest
11. What do we learn from the text?
  - a. Do not bother anyone.
  - b. Be careful with our mouth.
  - c. Do not act so big if you are not.
  - d. Do not see someone from the appearance.
12. "He decided to fly down to talk to him." The underlined word refers to ... .
  - a. the bull
  - b. the fly
  - c. the hone
  - d. the grass
13. There was once a little fly ... "(paragraph 1). The generic structure of the text
  - a. Classification

- b. Complication
  - c. Resolution
  - d. Orientation
14. What is the main idea of the last paragraph?
- a. The bull didn't care whether the little fly stay or leave.
  - b. The bull asked the little fly to leave him.
  - c. The fly bothered the bull.
  - d. The fly buzzed around the bull's head.
15. The story is about a little fly who... .
- a. was friend with the bull
  - b. was very kind
  - c. had so many friends.
  - d. felt proud of himself.
16. Where and when did the story happen?
- a. In the night and at school
  - b. One sunny morning and at grazing
  - c. One sunny morning and at station
  - d. In the morning and at wet rice field
17. Who were involved in the story
- a. The Duck
  - b. The Fly and the Buffalo
  - c. The Fly and the Bull
  - d. The Bull and The Bee
18. Which statement is TRUE according to the text?
- a. The Fly is so tiny to the Bull.
  - b. The Bull was so angry to the fly.
  - c. The fly was so big.
  - d. The Bull was stupid.
19. What did the Bull do when the fly was buzzing around his ear?
- a. He went to somewhere else.
  - b. He was bothered by the fly.



- c. He was angry.
- d. He went on chewing grass

20. “He felt proud of himself.” What does the underlined word mean?

- a. overconfident
- b. humble
- c. fierce
- d. modest



### Appendix 3 Attendance List

No	NAMA	L/ P	Hari/Pertemuan					
			1	2	3	4	5	6
1	Abdul Rahmat		H	H	H	H	H	H
2	Abdul Salam		H	H	H	H	H	H
3	Adrian		H	H	H	H	H	H
4	Ain Nurdian		H	H	H	H	H	H
5	Aryansyah		H	H	H	H	I	H
6	Arif Suseno		H	H	H	H	H	H
7	Arya Saputra		H	H	H	H	H	H
8	Dandi Hamzah		H	H	H	H	H	H
9	Firman		I	I	H	H	A	H
10	Hasrul Ramadhanu		H	H	H	H	H	H
11	Hasrullan Basri		H	H	H	H	H	H
12	Ilham Jaya Kusuma		H	H	H	H	H	H
13	Indra Lesmana		H	H	H	H	H	H
14	Irmawati		H	H	H	H	H	H
15	Irwansyah		H	H	H	H	H	H
16	Junaedi Mansur		H	H	H	H	H	H
17	Kardiansyah		H	H	H	H	H	H
18	Muhammad Akbar		H	H	H	H	H	H
19	Muhammad Fikri		H	H	H	H	H	H
20	Muh. Idul Adha S		H	H	H	H	H	H
21	Nurhidayat		H	H	H	H	H	H
22	Rafli		H	H	H	H	H	H
23	Ridwan		H	H	H	H	H	H
24	Ririn Amanda R		H	H	H	H	H	H
25	Riski		H	H	H	H	H	H

**Guru Mata Pelajaran**

**Drs. Muhammad Kaddas**  
**NIP. 19631012 198512 2 006**

## Appendix 5 . Documentation











## Appendix 4

### Scores of Reading Comprehension

No.	Name of Students	Cycle test 1	Cycle test 2
1.	Abdul Rahmat	90	90
2.	Abdul Salam	95	95
3.	Adrian	95	95
4.	Ain Nurdian	85	85
5.	Aryansyah	95	95
6.	Arif Suseno	95	95
7.	Arya Saputra	80	80
8.	Dandi Hamzah	70	70
9.	Firman	85	85
10.	Hasrul Ramadhanu	70	70
11.	Hasrullan Basri	65	65
12.	Ilham Jaya Kusuma	75	75
13.	Indra Lesmana	85	85
14.	Irmawati	75	75
15.	Irwansyah	80	80
16.	Junaedi Mansur	65	65
17.	Kardiansyah	75	70
18.	Muhammad Akbar	65	65
19.	Muhammad Fikri	75	70
20.	Muh. Idul Adha S	80	80
21.	Nurhidayat	80	80
22.	Rafli	85	85
23.	Ridwan	90	90
24.	Ririn Amanda R	70	70
25.	Riski	70	70
Sum / $\sum x$		1755	1995
Mean Score = $\frac{\sum x}{N}$		70,3	79,8



**YAYASAN PESANTREN PEMBANGUNAN  
MA'HAD MANAAILIL ULUM GUPPI TK.I SULAWESI SELATAN  
SMA PST. GUPPI SAMATA**

Alamat: Jl. H.M Yasin Limpo Kel. Romang Polong Kec. Somba Opu Kab. Gowa Telp. 081242537041

**SURAT KETERANGAN PENELITIAN**

**Nomor : 57/SMA-GUPPI/X/2017**

Yang bertanda tangan di bawah ini, Kepala SMA GUPPI Samata menerangkan bahwa:

Nama : **WAHYUTI**  
Tempat/Tgl. Lahir : Lallatang, 17 April 1995  
NIM : 20400113196  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Alauddin Makassar

Benar yang bersangkutan telah melakukan penelitian di SMA GUPPI Samata dengan Judul:  
***"USING PARAPHRASING TO IMPROVE READING COMPEREHENSION FOR THE  
SECOND GRADE STUDENTS AT PESANTREN MANAHILIL ULUM GUPPI SAMATA Tk. 1  
PROVINSI SULAWESI SELATAN"***

Penelitian dilakukan sejak 24 Agustus s/d 14 September 2017. Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Samata, 03 Oktober 2017  
Kepala Sekolah,



**DRS. MOH. ISMAIL AMIN, M.Pd**  
**NIP. 19570316 199203 1 001**



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN**

Jalan : Perintis Kemerdekaan Km 10 Tamalanrea Makassar 90254  
**MAKASSAR 90245**

Makassar, 23 Agustus 2017

Nomor : 070/755/-FAS.3/DISDIK

Lampiran : -

Hal : Izin Penelitian

Kepada

Yth. Kepala Pesantren Manahilil Ulum Guppi

Samata

di

Tempat

Dengan hormat,

Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Prov. Sulsel Nomor 12572/S.01P/P2T/08/2017 tanggal 18 Agustus 2017 perihal Izin Penelitian oleh mahasiswa tersebut dibawah ini:

Nama : **WAHYUTI**

Nomor Pokok : 20400113196

Program Studi : Pend. Bahasa Inggris

Pekerjaan/Lembaga : Mahasiswa (S1)

Alamat : Jl. H.M. Yasin Limpo No. 36, Romangpolong Gowa

Yang bersangkutan bermaksud untuk melakukan penelitian di Pesantren Manahilil Unum Guppi Samata dalam rangka penyusunan Skripsi dengan Judul :

**" USING PARAPHRASING TO IMPROVE READING COMPEREHENSION FOR THE SECOND GRADE STUDENTS AT PESANTREN MANAHILIL ULUM GUPPI SAMATA Tk.1 PROVINSI SULAWESI SELATAN "**

**Yang akan dilaksanakan dari : Tanggal 18 Agustus s.d 17 Oktober 2017**

Pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

**a.n. KEPALA DINAS PENDIDIKAN**

Kepala Bidang Fasilitasi Paud,  
Dikdas, Dikmas Dan Dikti

**Drs. AHMAD FARUMBIAN, M.Pd**

Pangkat: Pembina Tk. I

NIP: 19600829 198710 1 002

Tembusan:

1. Kepala Dinas Pendidikan Provinsi Sulawesi Selatan (sebagai Laporan);



## CURICULUM VITAE



The writer, **Wahyuti** was born on July 14, 1995 in Kutai Kartanegara. She is the daughter of Haris and Nur. She has four sisters , Yuni, Deby, Wana and, Ani.

The writer began her study in SD/INP 58/1 Kukar and graduated in 2007. She continued her study in Pondok Pesantren Al Hikmah Kukar She graduated in 2010. Then she continued her study in SMKN 2 Sendawar graduated in 2013.

In 2013,She continued her study at State Islamic University of Alauddin Makassar. She was majoring in English Education Department in Tarbiyah and Teaching Science Faculty. During studied at the university, the writer active in United English Forum organization.